

Ohio Achievement Assessments and Ohio Graduation Tests



Alternate Assessment for Students
with Significant Cognitive Disabilities

Directions for
Administration Manual
Spring 2013



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Note: This manual is available for download from the Ohio Department of Education website at education.ohio.gov. Follow menu links to “Testing,” “Alternate Assessments,” Ohio’s Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). This manual can also be found at www.ohiodocs.org.

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Table of Contents

Introduction	1
Accommodations for General Assessment.....	1
Frequently Asked Questions Regarding the AASCD	2
Guidelines for Participation in Ohio's AASCD	6
Ohio's Alternate Assessment: Framework for Participation.....	6
Profiles of Students Who May (or May Not) Participate in the AASCD	8
Overview of Ohio's AASCD	9
Introduction	9
AASCD Task and Development.....	9
Ohio's Academic Content Standards-Extended (OACS-E).....	9
Test Administration Window	10
AASCD Form Assignment	10
Specific Duties of Individuals Involved with the Administration of the AASCD	10
Test Security	11
Second Rater	13
Assessment Design	14
Overview of Task and Item Format.....	14
Scaffolded Scoring.....	15
AASCD Template.....	16
Scoring Instructions	16
Engagement Scoring Rubric	17
Assessment Preparation Procedures	19
Test Material Contents.....	19
Physical Manipulatives.....	20
Implementing the Administration	21
Getting Ready	21
Administering the Assessment.....	22
Defective, Damaged, or Missing Materials	22
Submitting Scores.....	23
Testing Irregularities and Special Exemptions.....	25
Return of Assessment Materials	25

Making Ohio’s AASCD Tasks Accessible	26
Guidelines for Selecting TA-Provided Materials	26
Allowable Accommodations	26
Task Delivery Modes	27
Task Delivery Guidelines	27
Response Modes	28
Stimulus and Response Materials: Substitutions	29
Assistive Technology	31
Test Materials Provided by the Test Administrator.....	33
Ohio’s AASCD Optional Student Score Worksheet	35
Do’s and Don’ts for Test Administrators	37

Introduction

The reauthorized *Individuals with Disabilities Education Act* (IDEA, 2004) reflects the intent to extend educational accountability and reform to all students, including those with disabilities. This legislation, along with the federal *No Child Left Behind Act* (NCLB) and Ohio law (Senate Bill 1, House Bill 3), mandates that all students with disabilities be included in general state and district-wide assessment programs. These laws provide clear expectations that states will align achievement assessment with academic content standards. In Ohio, there are three ways to assess student achievement of academic content standards:

1. Participation in the general assessment without accommodations (*most students*)
2. Participation in the general assessment with allowable accommodations (*many students with disabilities*)
3. Participation in an alternate assessment (*small number of students with the most significant cognitive disabilities*)

This manual provides the procedures for administering the third option. Although these students represent a relatively small portion of the overall school population, Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) was developed with the knowledge that the evaluation of their achievement on the AASCD represents an important component of our pursuit of high standards. Students with disabilities are entitled to the same rich instructional program as their nondisabled peers. Thus, all students in Ohio are included in our standards-based accountability system.

Accommodations for General Assessment

The following excerpt regarding testing accommodations is taken from the Ohio Statewide Testing Program Rules Book, which was developed by the Ohio Department of Education's Office of Curriculum and Assessment and is available at the Ohio Department of Education website: education.ohio.gov, search key words "Rules Book."

Accommodations in test format and/or test administration procedures can be made to facilitate the needs of an individual student if such accommodations are specified in the Individualized Education Plan (IEP) and consistent with criteria established in Ohio Administrative Code Rule 3301-13-03.

A student with disabilities may be provided with accommodations in test administration procedures if these accommodations are consistent with what is regularly provided to the student for testing in the classroom and they are specified in the IEP or 504 Plan. If the person providing the accommodation is also administering the statewide test, then that person must be an employee of the district and hold a license/certificate/permit issued by the Ohio Department of Education.

Accommodations should be made to facilitate participation by students with disabilities. However, any accommodations that give students with disabilities an advantage are not considered allowable accommodations because they do not allow for valid assumptions to be made from the results.

The Ohio Administrative Code defines **four** criteria for allowable accommodations:

- The accommodation must be specified in the student's IEP or 504 plan and be provided to the student in the classroom for classroom and district-wide assessment.
- The accommodation cannot change the content or structure of an assessment.
- The accommodation cannot change the type of knowledge or skill an assessment is intended to measure.
- The accommodation cannot change or enhance a student's response.

Further information about Assessment Accommodations is available on the ODE website: education.ohio.gov, search key words "Testing Accommodations."

Some students cannot participate in the general assessment even with allowable accommodations. Those students should be considered for participation in the AASCD.

Frequently Asked Questions Regarding the AASCD

Do all students need to participate in state assessments?

With the passage of the Individuals With Disabilities Education Act (IDEA) 1997, there is no longer a question of whether students will participate in statewide testing; the question is *how* they will participate.

Do all IEP goals need to be standards-based and aligned to Ohio's Academic Content Standards—Extended (OACS-E)?

Every student with significant cognitive disabilities in Ohio must receive instruction aligned to Ohio's Academic Content Standards—Extended.

Who determines which students will participate in the AASCD?

Decisions concerning a student's participation in statewide and district wide assessments are made at least annually by each student's IEP team. The state of Ohio provides IEP teams with guidelines for participation in the AASCD.

Who participates in Ohio's AASCD?

Ohio's AASCD was developed for students with the most significant cognitive disabilities. Participation in the AASCD is not based solely on disability condition, achievement level, school attendance, or social/cultural factors. See page 6 for further information.

Does the 1% "cap" limit the number of students who take an alternate assessment?

No. The restriction is not on the number of qualifying students who may participate in the alternate assessment. The restriction is on the count of proficient or higher scores on the alternate assessment that can be used for accountability purposes. For more information, please contact the ODE Office of Accountability.

Should students who are not expected to do well on the general assessment participate in the AASCD?

No. The decision about a student's participation in the AASCD must not be made on the basis of the student's "perceived probability" of poor achievement on the general assessment. As many students as possible should participate in the general assessment.

Can students participate in the general assessment in one content area (e.g., mathematics) and participate in the AASCD in another content area (e.g., ELA)?

No. If a student can participate in any part of the general assessment, then he or she should take the entire general assessment with accommodations as needed. As many students as possible should participate in the general assessment.

If a new student arrives in my classroom in March, do I have to administer the AASCD for him or her?

Yes. If a student enrolls in a district at any time prior to the last day of the administration and the student's IEP indicates that he or she is to be assessed using the AASCD, then the district MUST administer the AASCD. Depending on the exact timing of the transfer, the "sending" district may have already begun the administration. The receiving district should work with the sending district to determine the remaining assessments that need to be administered. If part of an assessment was already administered, the new district must finish administering that assessment.

How do students in un-graded programs participate in the AASCD?

If a student is currently assigned to a grade for purposes of EMIS, the student must participate in assessments according to this grade classification. Students who currently are not assigned to a grade should be assigned to a grade level on the basis of their chronological age and participate in assessments with their same-age peers. It is critical that the EMIS grade assignment correspond to the grade-level AASCD assessment. Students at the beginning of these grades are approximately the following ages:

- Grade 3: Ages 8-1 to 9-0
- Grade 4: Ages 9-1 to 10-0
- Grade 5: Ages 10-1 to 11-0
- Grade 6: Ages 11-1 to 12-0
- Grade 7: Ages 12-1 to 13-0
- Grade 8: Ages 13-1 to 14-0
- Grade 10: Ages 15-1 to 16-0

If a student who takes the AASCD is retained a grade but was proficient on the AASCD the previous year, does he or she have to take the AASCD again for the same grade level?

Yes. All students must take the assessment for the grade they are enrolled, even if they took the same assessment the prior year and were proficient. OGT students will take the assessment until they receive a proficient or higher score or are excused from the consequences of the test for graduation.

When a student is receiving special education services outside his or her district of residence, which district is responsible for that student's AASCD?

Typically, the IRNs associated with a student are from their district of residence. Sometimes students are placed and receive services outside the district of residence. In these situations, the administration of the AASCD should be a shared effort between the district of service and the district of residence. In most cases, the district of residence is responsible for administrative functions. These include providing the student's SSID number, ordering assessment materials, and identifying the district and building IRN numbers within the district of residence where the student will count. The district of service administers and submits the responses online.

However, in some unique situations (e.g., students placed by the Department of Youth Services, students placed in a Juvenile Detention Center), the student's scores may not count for the district of residence for accountability purposes. Districts of residence and service, with the assistance of their EMIS coordinators, must collaborate to determine how the student's scores will be submitted in EMIS in accordance with state law and accountability requirements. Additional information about IRNs may be found in Chapter 2 of the EMIS manual.

Who scores the AASCD?

The AASCD is scored by the test administrator (TA). The TA will follow the scoring guidelines presented in the AASCD test booklet by grade band and content area. A percentage of test administrations will be scored by a second rater who observes and independently scores the administration.

Who receives the results of the AASCD?

Electronic results for districts will be available to districts in Ohio's Online Assessment Portal. Paper family reports will also be sent to districts. It is up to districts to forward the scores to parents.

How do teachers get training and technical assistance to administer the AASCD?

Ohio State Support Teams (SSTs) provide training and technical assistance for the administration of the AASCD. In addition, some school districts have their own designated trainers for the AASCD.

Do third graders who take the AASCD OAA in spring have to take the grade 3 Reading OAA during the previous fall administration?

No. Third grade students who will take the AASCD in the spring do not participate in the fall grade 3 reading OAA.

Can a student who takes the fall grade 3 Reading OAA take the grade 3 AASCD OAA in the spring?

It is possible that an IEP team is unsure about the severity of a student's disabilities in terms of taking standardized tests of academic content and providing meaningful information for a younger student (such as a third grader), and so the IEP team may choose to have such a student take the OAA for third grade reading one time, in order to establish the student's level of achievement, and then reconvene and decide that the AASCD is the most appropriate test participation for the student. However, second grade diagnostic measures, released test forms and practice tests for grade 3 reading OAA are readily available and should be used locally to

help guide the IEP team in making this determination **prior** to the fall grade 3 reading administration.

Can a student who takes the general OGT in grade 10 take the AASCD OGT the following year?

A tenth grade student whose IEP team has determined that the regular OGT is an appropriate testing option should be able to participate a second time in the regular OGT, unless a traumatic event has affected the student.

Guidelines for Participation in Ohio's AASCD

The AASCD is one of three forms of statewide assessment. This assessment is appropriate only for students with the most significant cognitive disabilities who are either completing a curriculum that is modified substantially (in form and/or substance) by the IEP from the general education curriculum or completing the general education curriculum but have a disability that presents unique and significant challenges such that the IEP provides for accommodations that exceed the allowable criteria for statewide assessment accommodations. These criteria may be found on page 2.

Ohio's experience also indicates that students with disabilities who participate in the AASCD share all of the following characteristics: they have a significant cognitive disability documented in their evaluation team report, require instruction focused on the application of state standards through essential life skills, require instruction at multiple levels below age or grade-level, and are unlikely to provide valid and reliable measures of proficiency in content areas in a standardized assessment even with allowable accommodations.

Generally, participation in the AASCD is not appropriate for students who are engaged in and making progress in the general curriculum. Although these students require individualized instruction, they have developed the skills that enable meaningful participation in statewide assessments. The AASCD is appropriate for students who have the most significant cognitive limitations and, therefore, require the highest level of individualized instruction.

At least one time annually, the IEP team must convene and determine how a student with disabilities will participate in state- and district- wide assessments. If the IEP team determines that AASCD is appropriate for a student, that student will participate in AASCD "across the board" (i.e., in all subject areas). Participation in the AASCD should not be based on disability condition, achievement level, school attendance, or socio-cultural factors.

The IEP team should document test-taking status in the appropriate sections of the student's IEP, and pertinent status codes should be recorded through the Education Management Information System (EMIS).

Source: Ohio Department of Education, Office for Exceptional Children, July 2007

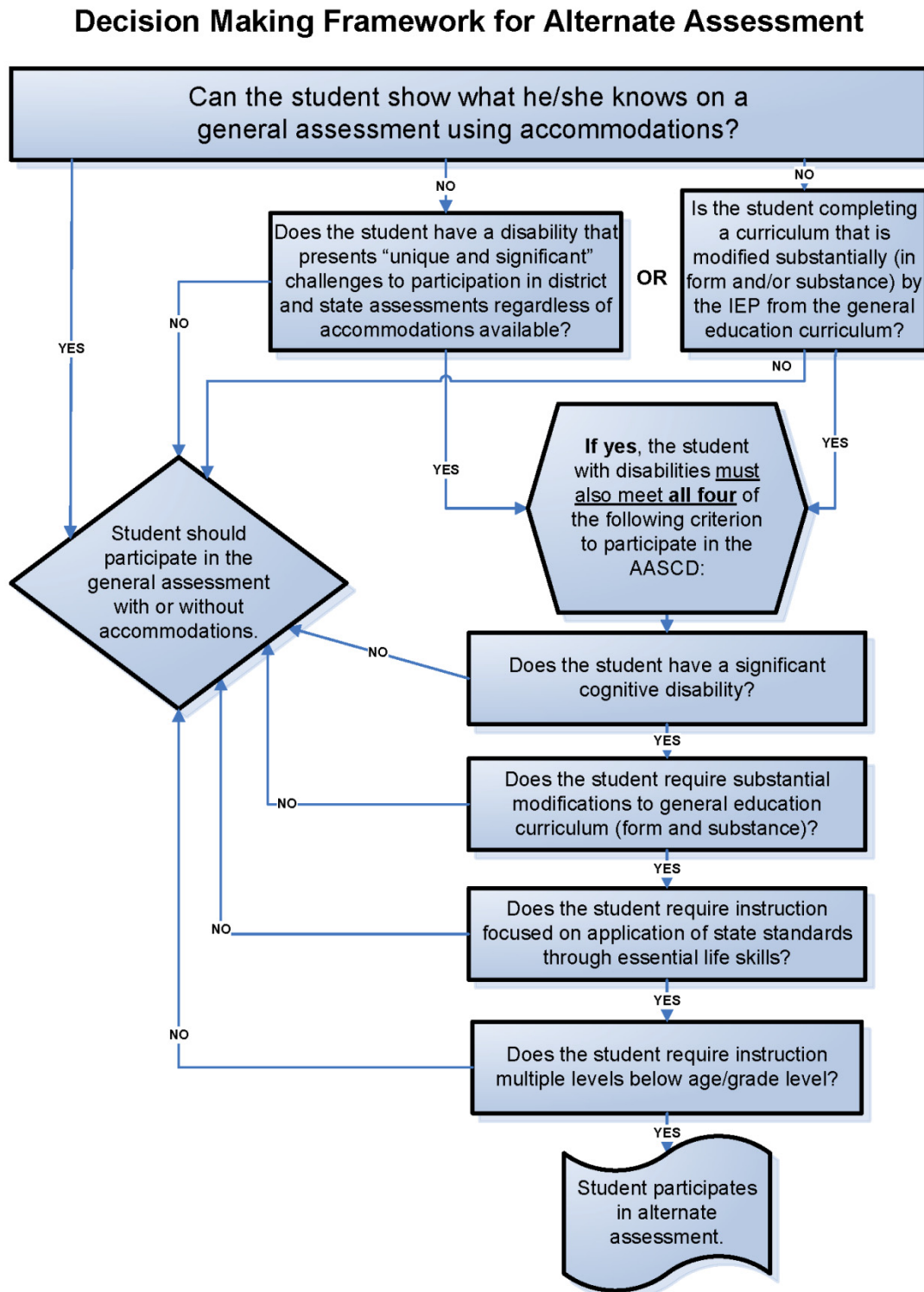
Ohio's Alternate Assessment: Framework for Participation

The decision-making framework used to determine student participation in an assessment relies on the following basic assumptions:

- The vast majority of students with disabilities should be able to participate in the general state assessment with appropriate accommodations, if needed.
- A small number of students should participate in AASCD.

Use the flowchart below to help IEP teams make the determination about assessment participation.

Decision-Making Framework



Profiles of Students Who May (or May Not) Participate in the AASCD

The following profiles were intentionally written in a way so as to stimulate thought and discussion around the guidelines for participation in Ohio's AASCD. It should not be assumed that the students in these profiles would automatically qualify for participation in the alternate assessment. People training on the alternate assessment may find these profiles useful in determining whether a student should take the AASCD.

Meet Shelby

Shelby is a third-grade student with autism. She has a very difficult time with transitions between activities in the classroom and around the school building.

She participates in third-grade social studies and science with a modified curriculum, with support from a teaching assistant and visual schedules. One of Shelby's IEP goals is to make transitions independently throughout the school day. For academic tasks, Shelby requires one-to-one instruction and reduced length and complexity of academic tasks. She can decode words fluently at grade level but her comprehension skills need to be strengthened.

She uses assistive technology (a label maker) for writing tasks. Shelby requires special seating to enhance her attention in the classroom.

Meet Mike

Mike is 12 years old and uses a wheelchair for mobility and function. He is visually impaired and has seizures. Mike must rely on caregivers for his basic needs. Although he receives primary nourishment from a tube feeding, he enjoys several soft foods that he can eat by mouth, and he is learning to drink liquids.

Mike communicates using a refusal response for actions and sounds that he does not like. He communicates with laughter in response to movement and activities that give him a chance to socially interact with other children his age. He has received instruction in switch activations to access a modified curriculum in English Language Arts and Mathematics.

Meet Taylor

Taylor is a 16-year-old high school student with Down syndrome. She is very personable and likes to socialize with her age peers. She is on the high school junior varsity swim team, plays summer softball and sings in her school choir.

Taylor participates in a modified curriculum. The primary focus of her instructional program is academic content standard acquisition with embedded essential life skills and functional independence. Her IEP goals address basic reading comprehension and writing skills in her Junior English class, counting money, communication, selecting foods, and doing laundry.

She enjoys working in the "cookie shop" at her high school where she is able to socialize with other students who come to buy cookies during the lunch hour.

Overview of Ohio's AASCD

Introduction

Ohio's new AASCD will be administered for the first time in spring 2013. The AASCD marks a change in Ohio's alternate assessment, which previously consisted of a portfolio-based collection of evidence. To give the new AASCD, test administrators (TAs) will administer a series of tasks and items to the student following the script provided in the test booklet. The script will include response options with appropriate representations, such as picture systems, and scaffolding to maximize the student's opportunities to successfully respond. More information on the format of the test is provided later in this manual.

For the first administration of the AASCD in spring 2013, TAs will be required to administer all tasks and items to students based on the students' assigned grade bands. This will allow the test contractor to gather key item statistics.

AASCD responses will be entered online via the Data Entry Interface (DEI). Test coordinators are responsible for ensuring that TAs have access to the DEI. Scores will not be immediately available in spring 2013. Upon completion of the test window, the items statistics will be analyzed and the data will be used to set performance standards. Once the standards are set, scores will be reported for the spring 2013 AASCD.

AASCD Task and Development

The AASCD tasks and items were written by collaborative teams at the American Institutes for Research (AIR). The collaborative teams included both (a) experienced assessment item writers with a background in education and expertise in the assigned content area and (b) specialists in alternate assessment with experience teaching students with significant disabilities. Members of these collaborative teams were trained on aspects of task, item and test design that are unique to students with significant cognitive disabilities. All writers were monitored and supported by a team of senior test development specialists. This work was then reviewed at various stages by Ohio special and general education teachers, ODE staff, editorial staff, bias and sensitivity experts, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive disabilities.

Ohio's Academic Content Standards-Extended (OACS-E)

Ohio's Academic Content Standards-Extended (OACS-E) are the foundation for the development of the assessment tasks for the AASCD; ODE and AIR staff prioritized the content important now and in the future for students with significant cognitive disabilities. This was done to comply with IDEA and ESEA requirements that the alternate assessment link to the grade-level content standards, although at less complex skill levels.

These standards help to ensure that students with significant cognitive disabilities are provided with multiple ways to learn and demonstrate knowledge. At the same time, the extended standards are designed to maintain the rigor and high expectations of the Common Core and Ohio Academic Content Standards. The OACS-E gives both task writers and teachers the specificity necessary to translate the standards into meaningful assessment tasks and classroom instruction for students with significant cognitive disabilities.

Test Administration Window

The spring 2013 test administration window opens February 25, 2013, and closes March 29, 2013.

AASCD Form Assignment

Form	Student Grade	Content Areas to be Administered to Each Student
3-5	3	ELA and Mathematics
	4	ELA and Mathematics
	5	ELA, Mathematics, and Science
6-8	6	ELA and Mathematics
	7	ELA and Mathematics
	8	ELA, Mathematics, and Science
OGT	10	ELA, Mathematics, Science and Social Studies

Specific Duties of Individuals Involved with the Administration of the AASCD

Before implementing the AASCD, each test administrator should review this manual to become familiar with the responsibilities of all parties.

District Test Coordinators will:

- Identify all students residing in the district who are participating in AASCD, regardless of the district/building of service.
- Be responsible for making sure the Building Test Coordinators (BTCs) and TAs have access to the SSIDs.
- Serve as the contact person between the school district and the Ohio Department of Education.
- Order and distribute materials to schools and return materials to DRC.
- Assist special education and building administrators in communicating information about the AASCD.
- Work closely with BTCs, special education administrators and principals to distribute materials to teachers.
- Be familiar with all information in the *Test Coordinator Manual* and the *AASCD Directions for Administration Manual*.
- Ensure that all personnel assigned to testing are adequately trained in proper test administration and test security.
- Receive AASCD data results and route them to teachers/buildings that are serving the students.

Special Education Administrators will:

- Interpret federal and state laws, regulations and policies regarding large-scale assessment and communicate these requirements to school personnel.
- Identify needs and provide professional development to special education personnel.
- Know effective instructional practices for students with significant cognitive disabilities.
- Use the participation guidelines (Chapter 2) to make informed decisions as an IEP team member and a special education leader.
- Ensure that appropriate information and materials are available to parents.
- Implement the AASCD according to established guidelines.
- Ensure that lines of communication between the district of residence and the district of service (or service agency) are clear when students are served by a facility that is outside the student's district of residence.

Building Test Coordinators will:

- Serve as the liaison between the school and the District Test Coordinator.
- Disseminate the AASCD materials to Test Administrators.
- Ensure that teachers have administered the AASCD by the end of the administration.
- Pack the school's test administration materials and arrange for delivery to the DTC within designated timeline.
- Ensure that lines of communication between the district of residence and the district of service (or service agency) are clear when students are served by a facility that is outside the student's district of residence.

Test Administrators will:

- Play a key role in implementing the student's IEP.
- Offer guidance to the IEP team regarding the student's current level of abilities, skills and social integration as related to the decision-making process for selecting the appropriate assessment for students.
- Receive training to administer the AASCD.
- Administer the AASCD to the student during the administration window.
- Be knowledgeable about proper test administration and test security.
- Be familiar with the information in the *Directions for Administration Manual*.

Test Security

Maintaining test security is one of your most important responsibilities as test administrator. Follow your district's written procedures for protecting the security of test materials **at all times**. Secure all test materials in the Test Administrator kits (including test booklets, reading passage booklets, and printed manipulatives).

Unlike the general assessments, these assessments require that you review the test materials before administering the assessments to your student. However, it is illegal and unethical to

reproduce or disclose any secure material or to cause it to be reproduced or disclosed in any format. Each test contains questions and other material that will be used on future forms of the test. Therefore, security is vital for future administrations as well as the current administration. You are responsible for ensuring the security not only of the physical test booklets but also of the content of those booklets. Your responsibility for maintaining the security of test questions and materials does not end when materials are returned.

You should be aware that, under Ohio law (OAC 3301-13-05; ORC 3319.151; ORC 3319.99), releasing any test questions or other content of a test to students or assisting students to cheat in any way may result in invalidation of test scores, termination of employment, suspension of license to teach, and/or prosecution. Violations of test security provisions contained in your district's written procedures may be punishable by penalties specified by the district. If you have questions or concerns about your responsibility for test security, consult your DTC.

Some examples of security violations are listed below (this is not an exhaustive list):

- Giving any examinee access to secure test items or materials except in the regular course of an authorized administration of the state assessment system
- Giving unauthorized individuals or other persons access to secure test items or materials
- Copying, reproducing, using, or otherwise disclosing in any manner inconsistent with test security regulations and procedures any portion of secure test materials
- **Providing answers** during the administration of the test orally, in writing, or by any other means to any examinee
- **Coaching any examinee** during testing by giving the examinee answers to secure test questions or otherwise directing or guiding a response or by altering or interfering with the examinee's response in any way
- Failing to follow security regulations and procedures for the storage, distribution, collection, and return of secure test materials or failing to account for all secure test materials before, during, and after testing
- Failing to properly monitor test administration or failing to destroy scratch paper used by the students during testing
- E-mailing, faxing, or inappropriately reproducing any student identification number(s) associated with student name(s) or other personally identifiable student data
- Producing unauthorized printed copies of test content, failing to properly destroy authorized printed copies, or allowing printed copies to leave the test site
- Allowing tests to be administered by unauthorized personnel
- Administering secure tests on dates other than those authorized
- Participating in, directing, aiding, counseling, assisting, encouraging, or failing to report any of the acts prohibited
- Refusing to disclose information regarding test security violations
- Refusing to cooperate in the investigation of a suspected breach of test security, whether such investigation is conducted by a school district or the ODE. The investigation shall include a review of mitigating circumstances, if applicable.

- Changing student incorrect answers to correct answers

If at any time you believe that a test security violation has occurred, follow the procedures established by your school district to handle the alleged test security violation.

Second Rater

A selected sample of test administrators will be required to have another trained test administrator observe the alternate assessment administration of one student and independently score the student's responses. The second rater will observe and score the student in all tested content areas for the assigned student. The second rater's scores will be compared with the test administrator's scores to obtain a diagnostic measure of scoring consistency. The student's responses submitted by the test administrator will be the official scoring record for reporting student scores. **The TA and second rater may not consult each other on student's responses.**

Assessment Design

Overview of Task and Item Format

The AASCD consists of a series of performance tasks that are linked to the grade-level academic standards, although at a less complex level. A task is a set of four to eight related activities, called *items*. The responses to the items provide evidence of what students know and can do.

Key features of the tasks and their administration follow:

- Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one activity to the next.
- The teacher uses scripted directions to pose specifically worded questions and prompts to the student.
- The student responds by using the mode of communication that he or she uses during instruction. These response modes include but are not limited to an oral response, pointing, use of eye gaze, a response card, sign language, or an augmentative communication device.
- The test administrator will use various materials to administer a task or an item to help a student respond. Some of the materials are provided with each task, and some materials that are readily available at the school are provided by the test administrator.
- The materials may include:
 - posters, charts, tables, schedules, and signs that the test administrator reads aloud; and
 - manipulatives such as checkers, balls, and geometric shapes.
- Unless the task is presented entirely through the use of concrete objects, resources will also include a set of response cards for each item to facilitate a student's response. Note: Some students may need response cards, but if a student responds verbally, it may not be necessary to use cards for all tasks.
- Each task addresses one or more of the assessment standards.
- The AASCD assesses selected standards. Individual students are assessed on a sample of standards.

The cover page for each task includes the following information:

- The materials needed to administer the task, identified item by item, including specification of the materials that must be provided by the teacher and those that are provided with the assessment kit.
- Adaptive instructions that may be appropriate for the specific items of the task.
- Access limitations and instructions on how to determine whether any items (or the task as a whole) are not accessible for a student who, for example, is blind or deaf.
- The introductory statement that the test administrator should present to the student before beginning the first item.

Administration tip—If an item specifies an access limitation for a student with a specific access limitation, the item should not be administered to the student and “A” should be entered for that item. Only items marked “A” may be skipped because of an access limitation. Some students who are classified as blind or visually impaired or deaf or hard of hearing may have residual vision and hearing and may be able to respond to the item. Mark “A” only when the student’s disability actually prevents access to the item.

Each item contains:

- the materials needed;
- the directions for setup, which may involve placing manipulatives or response cards, displaying a text, or following certain steps before beginning to administer that item;
- script of what the test administrator will say to the student;
- directions for scoring;
- the closure statement that the test administrator should present either at the completion of the task or when the task is discontinued for any reason.

Each item is presented as a scaffolded script:

The item begins with an opening statement in Say/Do format. For example:

Say: ***Here is a ____.***

Say: ***Look at/touch the ____.***

The opening statement is followed by a directive for the student to tell or show the teacher which one of several response options is correct. For example:

Say: ***Show (tell) me which is a solid.***

The teacher should select the appropriate verb (“show me” or “tell me”) for the student who is being assessed.

Administration tip—The test administrator says out loud each response option listed in the script for the student. The TA is also directed to indicate the response options by gesturing or pointing to the corresponding response card or concrete object representing that option. The TA may reread all or any part of the script or story, as needed. The TA must not provide any cues to correct answers when rereading the script or story.

Note: For students who are blind, the TA should name all items in the picture response cards even if the script refers to “this one” or says to point to the response card without verbalizing the information in the card.

Scaffolded Scoring

Task administration and scoring are scaffolded. If the student does not respond correctly to the opening statement or first question, the teacher is directed to continue with the script for that item. The script differs depending on whether the student responded incorrectly or failed to respond.

The Ohio AASCD does not use a fixed scoring scale; instead, the maximum number of points that may be assigned varies from item to item. All scoring directions appear in boxes on the right side of the page in the testing booklet.

The demands of the item are scaffolded downward until the teacher is presented with directions for assigning a score when the student does not respond correctly or fails to respond at the lowest scaffolded level.

Scoring tip—Do not change the order of the response cards specified in the administrator directions.

AASCD Template

- Graphic setups—Teachers will be able to look at the setup and know exactly where each material is to be placed. All materials, including physical manipulatives, printed manipulatives, and reading passages, will appear as graphic icons in the setup.
- The script will always appear on the left side of the page.
- The scoring and scaffolding (“TRY 1,” “TRY 2,”) directions will always appear on the right side of the page.
- After a test administrator reads the script, he or she should use the right side of the page to determine scoring and scaffolding:
 - Two-point items allow two tries
 - One-point items allow one try
 - Engagement items are scored on a 4-point rubric

Scoring Instructions



When the student gives the correct response, the teacher will record a score point and move to the next item.



When the student responds incorrectly, the teacher will cover up/remove the incorrect response option and repeat the shortened script at the top of each “Try” box. If the student responds incorrectly on a 1-point item, the teacher will be instructed to record a 0 and move to the next item. **“Incorrect” means a student has given a response to a particular item that is not the correct or appropriate response.**



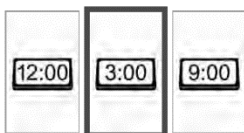
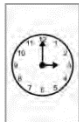
When the student fails to respond, the script will specify which option to cover up/remove. The teacher will repeat the shortened script at the top of each “Try” box. If the student fails to respond on a 1-point item, the teacher will be instructed to record “N” and move to the next item. **“No response” means a student has not given any response to a particular item.**

Example of an Item Template

Math Task 1:

Telling Time: Item 1

Setup

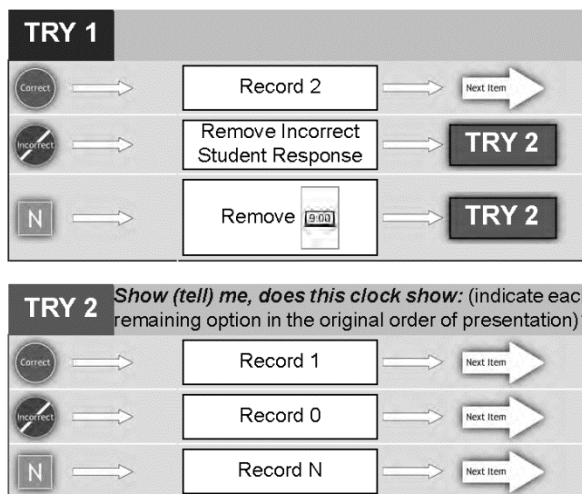


Script

Say: *We're going to tell time.*

Say: *Here is a clock* (indicate the clock).

Say: *Show (tell) me, does this clock show: twelve o'clock* (indicate the 12:00 card), *three o'clock* (indicate the 3:00 card), *or nine o'clock* (indicate the 9:00 card)?



Although the vast majority of items appear in the format described above, some items are scored with holistic rubrics.

Engagement Scoring Rubric

Some tasks within the AASCD are designed for students who are at the awareness and presymbolic level of communication. These tasks typically begin with an item that provides evidence of the student's readiness to engage in the task and in entry-level activities addressing one or more academic standards. Although also presented with a scaffolded script, these items scaffold upward by cuing for increasingly extended focus and persistence, rather than scaffolding downward. A teacher scores engagement items by making a judgment on the basis of the scoring rubric.

Example of Engagement Scoring Rubric

Record 4 points:

Student demonstrates **sustained involvement** in the activity; for example, he or she may

- consistently attend to teacher's communication (verbal or signed) and actions;
- participate with intention in action involving the objects as modeled;
- imitate (or try to imitate) action involving the objects as objects;
- shift body movement/eye gaze appropriately as focal point of demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
- demonstrate anticipation or prediction of next words and/or actions.

Record 3 points:

Student demonstrates **generally maintained involvement** in the activity; for example, he or she may

- generally attend (with frequent lapses) to teacher's communication (verbal or signed) and actions;
- touch or point to object(s) as described;
- sustain gaze toward object(s) during manipulation by teacher;
- vocalize to show acknowledgement of object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:

Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may

- intermittently attend to teacher's communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:

Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may

- only fleetingly attend to teacher's communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as initially presented

Record N:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.

Assessment Preparation Procedures

TAs will be ready to administer the Ohio AASCD after following these steps:

- Receive training to administer the AASCD.
- Receive a set of materials from the BTC.
- Verify that you have all materials necessary for test administration, including the printed materials and the physical manipulatives. Please retain the boxes in which you receive the materials. All materials will be returned in the same boxes. Contact the BTC if any materials are missing or damaged.

Read the test security requirements and decide how you will store your materials in a secure, **locked** cabinet or closet.

Test Material Contents

The test materials are packaged by grade band. Therefore, all the elementary school materials are packaged in a kit, all middle school materials are packaged in a kit, and all high school materials are packaged in a kit. Each kit contains the following materials for a particular grade band:

- Test booklets for all content areas
- Printed manipulatives specific to the test booklets for each content area.
 - **Note: Printed manipulatives may be shared across all students within the same classroom that are in the same grade band. The materials within a given task are to be reused for each student.**
- Reading passage booklets

Test Booklets

The test administrator uses the test booklets to administer the tasks. Test booklets are secure test materials. Test booklet covers indicate the content area, form number, and grade band.

Printed Manipulatives

The following is true of all printed manipulatives:

- The printed manipulatives consist of picture symbols, picture cards, and number and letter cards.
- The task name and item numbers are printed on the back of the cards for ease of handling before, during and after test administration.
- Packages of printed manipulatives are labeled to indicate their association with the respective test booklet.
- Printed manipulatives must be returned with other secure test materials after the administration.

NOTE: Ohio's AASCD picture cards are in a strip format, designed to make the TA's test preparation and administration more efficient.

- The picture card strips are printed in order of answer options shown on test booklet "Setup" pages. They are packaged in task and item order. The picture card strips do not need to be reused other items.
- To "remove" an incorrect answer choice when administering the test, the TA can cover the card with a blank card (a blank card strip is provided at the end of each package of printed manipulatives).
- In items that have more than three picture cards to set up, the additional picture card(s) are on the next strip(s) in the package.
- The picture cards have task title and item number printed on the back for easy identification.
- Students may require picture cards to be spaced farther apart on the table. In these cases, the TA should cut cards apart **prior** to test administration, using the guiding lines on the strips.
- When cards need to be affixed to posters or charts as part of a task, the TA should separate the card strips **prior** to test administration.

Physical Manipulatives

IMPORTANT: Various physical manipulatives are needed for the Ohio AASCD administration. Some of the physical manipulatives are provided by the TA; others are provided by AIR and are packaged in the TA kits. To see a list of the TA-provided manipulatives, please go to Appendix A: Test Materials Provided by the Test Administrator.

- The physical manipulatives are objects you need to administer the assessments
- Many of the physical manipulatives are to be reused across administrations with multiple students.
- The AIR-provided physical manipulatives are packaged by subject and grade band.
- TAs may keep the AIR-provided physical manipulatives. The manipulatives do not need to be returned.

Implementing the Administration

Getting Ready

1. When you receive your materials, verify that you have all the necessary assessment materials. Please retain the cartons in which you receive the materials. You will return all materials in the same cartons. Contact the BTC if any materials are missing or damaged. The set of materials should contain the following:
 - *Directions for Administration Manual*
 - Test Administrator (TA) kit. The TA kit will include:
 - Test booklets/passage booklets (for all content areas in a particular grade band).
 - Physical manipulatives (for a particular grade band).
 - Note: Physical manipulatives may be shared across tasks within a form and are to be reused across test administrations with each student.
 - Printed manipulatives, such as stimulus and response cards (for all content areas in a grade band). Printed manipulatives must be returned at the end of testing.
2. Determine for each student the content areas you will be assessing based on the student's grade assignment in EMIS.
3. Verify that you have the correct test booklet(s) for the students you will assess. If you will be assessing students at multiple grade levels (elementary, middle, and/or high school forms), you will need access to a TA kit for each.
4. Decide where and how you will store your materials so that they are in a secure, locked cabinet or closet.
5. Read this manual. Thoroughly review the procedures for administering each task.
6. Read the assessment items.
 - Become familiar with the test items and setup requirements.
 - Become familiar with the scoring directions and consider what adaptations/accommodations would be appropriate.
 - Consider how the student will access and respond to the assessment materials.
 - Adapt the assessment materials, when necessary, according to the identified needs of the student. Provide the assistive technology the student needs to access the materials and respond to the assessment items.
 - Locate and, if necessary, adapt materials that are provided by the test administrator. See appendix A for a list of materials to be provided by the teacher for each form.
7. Plan the assessment activity so that it occurs at the time of the day for a given student when you expect optimal performance from a given student.
8. Rehearse administering each task before you administer it to a student by reading the script for each task. Teachers have reported that they felt more comfortable with the administration if they had rehearsed administering each task. Rehearsing a task means more than reading through it. Rehearsing includes saying the scripted administration directions out loud, laying out manipulatives and reading the scaffolding and scoring directions out loud. Practicing by administering tasks to another teacher or monitor is also a good way to prepare for the test administration.

9. Complete the assessment during multiple sessions as needed. Items that were completed during earlier sessions must not be revisited or rescored.
10. Conduct the administration at any time following the completion of test administrator training and during the assessment administration window of **February 25–March 29, 2013**.

Administering the Assessment

1. Score as you go. Score each item as it is completed before transitioning to or setting up for the next item.
 - You may record scores on the optional student scoring worksheet (located in Appendix B) as you administer the assessment. If you use the optional student score worksheet, you must carefully transcribe the data from the worksheet into the Data Entry Interface. The optional student score worksheets will not be scored.

***** Important: The scoring worksheet will not be scored. If the student responses are not entered in the DEI during the prescribed testing window, the student will not receive a score.**
2. Observe the student for indications that a break is needed.
 - Stop the assessment at any time and resume at a later time within the testing window.
 - If the student requires a break before completing all the items in a task, pick up where you left off.
 - Whenever you stop a task during administration, show the student the materials he or she had been working with and review the last item the student completed before the assessment was stopped. Do not rescore.
 - Do not re-administer or rescore any previously administered items.
3. All nine tasks on the assessment must be administered.

Defective, Damaged, or Missing Materials

If defective or damaged materials are received or if materials are missing, contact the BTC immediately for replacements.

Submitting Scores

The Data Entry Interface allows authorized users (Test Administrators and Second Raters) to electronically record students' scores for students who have participated in the AASCD.

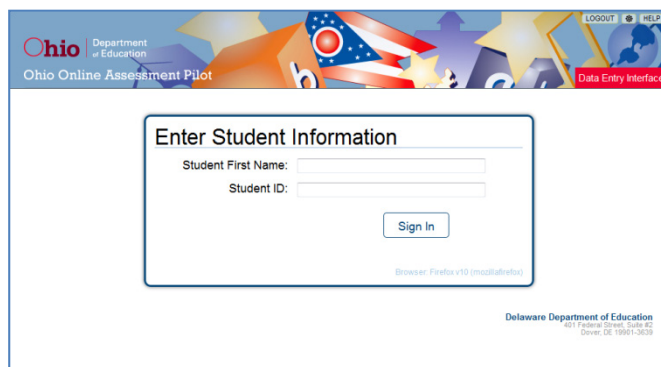
Logging In

Authorized users must log into the Data Entry Interface in order to enter students' scores for the alternate assessment.

1. The Data Entry Interface can be accessed via the Ohio Online Assessments portal.
2. Log into with your username and password (as with other Ohio Online systems).
3. Enter the student's legal first name and corresponding SSID, and then click **[Sign In]**. This information must match the data provided by the district during pre-identification.
4. Verify the student's information and assessment:

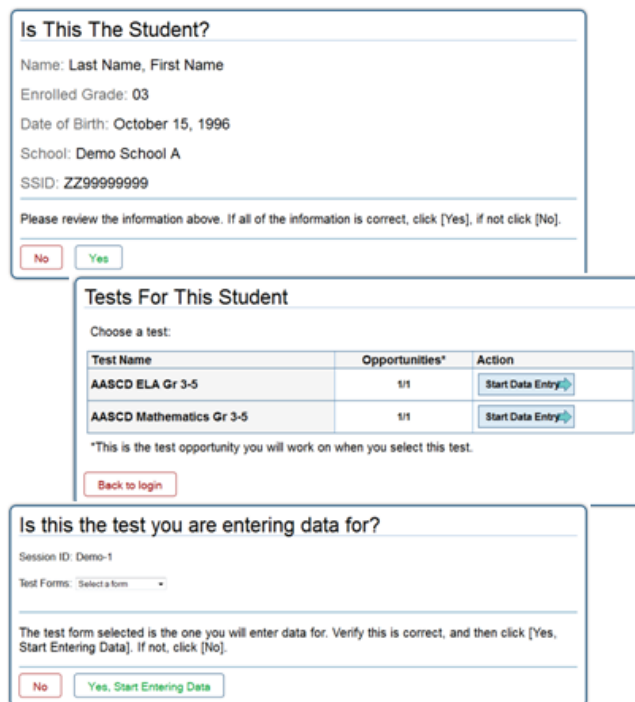
- ***Is This The Student?*** – Verify the student's personal information (grade, birthday, school, and SSID).
- ***Tests For This Student*** – Start or resume data entry for an alternate assessment. *(Test data do not need to be entered in one sitting; they can be entered across multiple sessions.)*
- ***Is this the test you are entering data for?*** – Select a test form (if required) and verify the selected assessment.

Data Entry Interface Login – Enter Student Information



Firefox must be used to access the Data Entry Interface

Login Process



Test Name	Opportunities*	Action
AASCD ELA Gr 3-5	1/1	Start Data Entry
AASCD Mathematics Gr 3-5	1/1	Start Data Entry

*This is the test opportunity you will work on when you select this test.

[Back to login](#)

Test Layout and Tools

The screenshot displays the AASCD Mathematics Gr 3-5 test interface. At the top, the student's name and SSID (ZZ99999999) are shown, along with a 'LOGOUT' button and a 'HELP' link. The test title 'AASCD Mathematics Gr 3-5 (0 out of 36)' is visible. A dropdown menu for 'Past/Marked Questions' is open, showing a list of tasks from Task 1 to Task 9. A red box highlights the 'Task 1' dropdown, with a red arrow pointing to it and a red text box stating: 'Click to view list of tasks. Marked items will have a flag. Select an item to review.'

The main content area shows a bar graph titled 'BAR GRAPHS' with three bars labeled A, B, and C. Bar A has a value of 4, Bar B has a value of 1, and Bar C has a value of 2. A red text box points to the zoom in/out buttons at the bottom left, stating: 'Zoom in/out buttons: Zoom in to enlarge text size, Zoom out to reduce text size.'

Below the bar graph, there are two questions. The first question asks: 'Show (tell) me, what label is the title: Favorite Animal (indicate Favorite Animal on the graph), dog (indicate the word dog on the graph), or one (indicate the 1 on the graph)?'. The second question asks: 'Show (tell) me, where do you find the number of animals: here (indicate the title), here (indicate the animal names), or here (indicate the numbers)?'. Both questions have a list of possible answers: 2 points, Correct on Try 1; 1 point, Correct on Try 2; 0 points, Incorrect on Try 2; and N, No Response.

At the bottom right, a red text box points to the 'Done Entering Data' button, stating: 'Done Entering Data button: Click after you have entered all scores'. Another red text box points to the 'Toggle between items' buttons, stating: 'Toggle between items'.

The bottom of the screen features a 'Pause test' button, a 'PAUSE' button, and a 'BACK' button. The 'Done Entering Data' button is located in the bottom right corner.

Reaching the End of the Test and Reviewing Entered Data (Responses)

After you have entered each student's test data, click the **[Done Entering Data]** button in the bottom-right corner of the screen. After clicking this button, the **End Test** screen will appear.

- To review the entered data and go back to the test:
 - Select an item or item page from the list and then click **[Review Entered Data]**. While you are reviewing the student's scores, the **[Done Entering Data]** button will remain on the screen.
 - To return at any time to the End Test screen and submit the test for scoring, click the **[Done Entering Data]** button again.
- To complete the testing process, click **[Submit Test for Scoring]**. The results screen will appear.

Sample Results Screen

Your Results

Student Name: Last Name, First Name (Student ID: ZZ99999999)

Test Name: AASCD Mathematics Gr 3-5

Data entered on: 5/23/2012

Scale Score: Not provided

You have finished entering data for this test. Click on [Enter More Data] to continue data entry or logout.

[Enter More Data](#)

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

Testing Irregularities and Special Exemptions

Incidents may occur during testing that can affect a student's scores. These testing irregularities are defined as any situation that interferes with the usual or prescribed testing procedure as specified in this manual.

The BTC must be informed of these situations so a decision can be made regarding the validity of the student's score. Testing irregularities may necessitate the invalidation of test scores or the addition of an explanatory note to a student's record.

It is not necessary to report minor incidents such as an uncooperative or sleeping student or accidental noises in the environment such as that from a garbage truck or public address system.

All administrations of the tests are conducted under standardized procedures described in this *Directions for Administration Manual*. Individual irregularities, such as suspicion of cheating, should be reported immediately by the TA to the BTC. Invalidation of a test because of a testing irregularity shall be determined after a thorough investigation and consultation.

There may be some circumstances where the testing opportunity is reset for the student. This can occur if you submitted the scores for the wrong student, if the assessment has paused for an extensive amount of time when entering scores in the DEI, etc. To reset an opportunity, please contact your BTC.

Return of Assessment Materials

After the assessment is complete, gather all assessment materials: the test booklets, the reading passage booklets, printed manipulatives, and any printed materials that were produced as part of the assessment.

- Place all test materials (test booklets, reading passages, printed manipulatives, optional scoring worksheets) in the original TA kits in which they were received. You may keep the physical manipulatives.
- Return all materials to the BTC according to district procedures.

Making Ohio's AASCD Tasks Accessible

The Ohio AASCD is designed for students who have significant cognitive disabilities and are identified through the IEP process as eligible to participate in an alternate assessment. Because of the diversity of this population of students, the TA may need to adapt the materials and provide a variety of response options.

Guidelines for Selecting TA-Provided Materials

Materials that the TA is required to provide or concrete objects that the TA substitutes for pictures or other response options must be similar in size, shape and color so that the constructs to be assessed are not changed. For example, if the TA provides a cup, it should be the same size as the other materials and of a neutral color. One item should not be more interesting or engaging than another.

TA-provided materials must be age- and grade-appropriate.

The TA may substitute picture symbols that are familiar to the student as long as the substituted symbol does not change the construct being tested. For example, if the concept is related to content vocabulary, such as “subtract,” it would not be appropriate to substitute a term such as “take away.” The yes/no response card that a student is most familiar with may be substituted for the yes/no cards included with the task.

The TA may adapt picture symbols, letters or numbers, and other response options by adding Braille words, letters, or numbers to them or by substituting objects for pictures and picture symbols as long as the substitution does not change the construct being assessed.

It is appropriate to use photographs or concrete objects to represent something if the student understands and has used this communication style before. When using objects to represent something, be sure to clarify that it is a “pretend” item.

Allowable Accommodations

Accommodations are tools and procedures in the areas of presentation, response, timing and scheduling, and setting that provide equitable instructional and assessment access for students with disabilities. Accommodations are intended to *mediate* the effects of a student's disability; they are *not* intended to reduce learning expectations.

In a few instances, when specific accommodations are required at the item level in one or more of the above areas, these accommodations will be presented in the test booklet under the heading “Adaptive Instructions.” Otherwise, the TA may use the accommodations listed in the student's IEP according to the following instructions.

Some of the AASCD tasks may require changes to the materials or accommodation in terms of presentation or response options in order to be accessible to a student who has significant cognitive disabilities and has additional disabilities including, but not limited to, visual impairment, hearing impairment, multiple physical disabilities, or all three. Some accommodations will apply to all items within a task, whereas others may apply to only one or two items within a task. In instances where it has been determined, on the basis of the item being assessed, that an item is likely to be inaccessible to some students because of the nature of their disability, this will be noted in the test booklet under the heading “Access Limitations.”

Limitations may be identified for students with the following disabilities:

- Blindness
- Partial sight (visually impaired)
- Cortical processing difficulties
- Deafness
- Hard of hearing (hearing impaired)
- Light sensitivity/perception issues
- Physical disability
- Limited in visual/tactile field
- Sensitive (averse) to certain stimuli

If the task lists an access limitation for a student's disability, the TA does not administer that task or item and indicates AL (access limitation) in the online scoring system.

All tasks are presented in a standard script with stimulus and response materials intended for both verbal and nonverbal students. The TA adapts the presentation of the script to meet the specific expressive and receptive needs of the student.

Task Delivery Modes

The standard script may be presented to a student in the modality that the student receives instruction. For example:

- Orally (verbally)
- Orally (verbally), supported by sign language, cued speech, or both
- Orally (verbally), supported by concrete objects
- Orally (verbally), supported by picture symbols
- Using picture symbols
- Using sign language
- Using sign language supported by concrete objects
- Using sign language supported by picture symbols
- Using a student's other preferred communication system
- Using supports, such as computer software that provides systematic visual aids

Task Delivery Guidelines

Guidelines for task delivery include the following:

- The TA considers the effect of accommodations on what is being assessed before the actual administration of the AASCD. The TA makes sure that the accommodations DO NOT change the meaning or the intent of an item.
- The TA selects signs, words and images with care so that they DO NOT signal the correct response.
- The TA substitutes more familiar words or terms or abbreviates the script, provided that doing so DOES NOT affect the intent or degree of difficulty of an item.

- The TA considers several factors when implementing accommodations. These factors include, but are not limited to, the following:
 - Volume
 - Timing
 - Movement/gesture or expression
 - Environment
 - Background (visual and auditory)
 - Contrast
 - Text size, font, case (upper or lower), and color of stimulus materials (see “Response Modes,” below)
 - Rewording so that the student initiates action or applies or explores the stimulus
- The TA uses any customary encouragement and support strategy, as long as it does not unfairly signal correct or incorrect responses. These strategies include, but are not limited to, the following:
 - Praise
 - Confirmation
 - Reiteration/repetition
 - Touch
 - Time out
 - Snack or other incentive

Response Modes

For every task, response options are provided. These options may include concrete objects, photographs, line drawings, picture symbols, or letters and words. The student may express a response choice by or through such means as these:

- Using language (oral or signed), independently or through voice output devices
- Using other vocalization(s)
- Using language written manually or with a keyboard (traditional or voice activated) or by dictation to a scribe
- Touching, pointing, eye gazing, nodding, or gesturing toward an item
- Selecting and arranging picture symbols
- Manipulating or picking up an item
- Exhibiting a change in breathing pattern (respiration) or body movement
- Changing facial expression(s)
- Using assistive technology devices
- Using a combination of these, a different alternative response mode, or both

Response mode guidelines include the following:

- To be acceptable, any response mode must allow the TA to ascertain, without ambiguity, the intent of a student's response.
- The response mode(s) must be routinely used by the student during daily instruction. A new response mode should not be introduced for this assessment.

Stimulus and Response Materials: Substitutions

The stimulus materials identified in each task are intended for students who have significant cognitive disabilities. In recognition of the need to depart on occasion from the standard stimulus and response materials, the chart below shows suggested substitutions and alternatives that are based on the student's degree of vision, hearing or physical mobility.

Student Characteristic	The TA can adapt or substitute stimulus/response materials by doing the following:
Blind Low vision Partial sight	Increase or decrease size of manipulatives, their spacing, or both; increase contrast in/among manipulatives; add, remove, or change background color; position as appropriate (e.g., right, left, midline, slanted, eye level); limit spatial and figure ground problems
	Highlight response choices with flashlight; use backlighting; use multi-sensory materials (e.g., incorporate weight, temperature, smell, and resonance/vibration); use high-contrast colors (e.g., red and yellow)
	Reduce sheen; lower intensity of light; change orientation (flat, slanted, upright); limit visual field; use a plastic frame to display stimulus and response materials
	Use textured manipulatives (when tactile discrimination is possible); add raised lines or forms; use Braille (limited contexts, as appropriate); provide tangible objects (actual, symbolic, part-for-whole); provide auditory, tactile and olfactory replacements for visual stimuli; eliminate distracting lights and sounds
Deaf	Use picture symbol version of texts read "aloud" through customary delivery mode (sign language, cued speech, and so forth)
Hard of hearing	Increase volume; provide visual replacements for auditory stimuli
Limited in reach or touch	Use response cards or response items, or both, in conjunction with switches or other assistive technology
Limited in visual or tactile field	Reduce the surface on which response options are arrayed; realign (horizontal, vertical, paired, or other arrangement); position materials level with student's eyes and then move within student's reach

Student Characteristic	The TA can adapt or substitute stimulus/response materials by doing the following:
Tactile sensitivity	Replace the provided item with an analogous item that is less slippery, fuzzy, rough, and so forth; eliminate unnecessary stimuli
Apraxia/motor planning problems or sensory integration challenges	Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (e.g., pacing board)
	Provide frequent breaks; offer visual supports; allow/encourage movement; allow unrelated manipulative (e.g., rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce “noise” such as environmental sound, tactile and olfactory input, light
Orthopedic impairment	Use assistive technology, visual cues, gestures (e.g., point to materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks

Assistive Technology

Assistive technology (AT) that is stated in the student's IEP and is used during instruction may be used to give the student access to the content of the assessment, while providing options for responding to task requests on the assessment. However, providing an accommodation or access to AT only during the assessment will not ensure that the student will be able to use the AT effectively. Before the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively.

Technology affords many ways to adapt both task delivery and student response. The TA should consider both high-tech and low-tech resources that aid delivery (input) and response (output). Any assistive technology that does not unfairly advantage or disadvantage a student may be used, including, but not limited to, the following:

- Word processor (e.g., portable talking or large-print word processors)
- Computer with or without adapted software
- Screen magnifier or screen magnification software
- Custom or modified keyboard
- Arm support
- Track ball, track pad, joystick with onscreen keyboard
- Alternative keyboard
- Mouth stick, head pointer with standard or alternative keyboard
- Head mouse, head master, tracker with onscreen keyboard
- Switches
- Voice output device, both single and multiple message
- Tape recorder
- Tactile/voice output measuring devices (e.g., clock, ruler)
- Overhead projector
- Pencil grips, nonskid material to hold objects in place

Appendix A

Test Materials Provided by the Test Administrator

Some of the AASCD tasks will require the use of additional materials. Test Administrators will be asked to provide some of these additional materials. A precise list of materials for each grade-band and form will be distributed with the TA kits in February. The list below provides examples of the type of materials TAs may be asked to provide.

Balloon	Paper Clips
Book	Pencils
Calculator	Pencil Sharpener
Cell Phone	Pennies
Checkers	Phone
Clear Bag	Quarters
Computer	Ring (jewelry)
Computer Mouse	Roll of Tape
Dimes	Ruler
Eraser	Sand
Foil Ball	Sheet of Paper
Key	Spoon
Marking Chips	String

Ohio's AASCD Optional Student Score Worksheet

While administering the Ohio AASCD, test administrators may choose to record student scores on the **optional** student score worksheet. The worksheet on the following page can be duplicated as needed. TAs must be sure to record on the worksheet the student's name and grade and the subject being administered.

TAs who use the optional student score worksheet **must** carefully transcribe the data they collected on the worksheet into Ohio's Online Data Entry Interface. **Optional student score worksheets will not be scored. Optional student score forms need to be returned with all printed materials.**

Ohio's AASCD Scoring Worksheet

Content Area/Form _____ Teacher Name (Print) _____

Student _____ Teacher Signature _____

Date _____

Record the student's responses below.

Carefully and accurately transfer the student's responses from this scoring worksheet to the Online Data Entry Interface. Return this worksheet, whether used or unused, with your materials.

Task #1 Task Name	Task #2 Task Name	Task #3 Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Task #4 Task Name	Task #5 Task Name	Task #6 Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Task #7 Task Name	Task #8 Task Name	Task #9 Task Name
Item 1	Item 1	Item 1
Item 2	Item 2	Item 2
Item 3	Item 3	Item 3
Item 4	Item 4	Item 4
Item 5	Item 5	Item 5
Item 6	Item 6	Item 6
Item 7	Item 7	Item 7
Item 8	Item 8	Item 8

Ohio's AASCD Do's and Don'ts for Test Administrators

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Test Preparation	
Do keep all test materials secure when not in use.	Do not leave test materials visible.
Do examine all materials carefully. If something is missing, contact your Building Test Coordinator (BTC).	Do not use materials that are not age and grade appropriate.
Do gather all teacher-provided materials prior to the opening of the administration window.	Do not wait until the day of administration to locate assessment materials.
Do become familiar with the script.	Do not practice administering the assessment with another student.
Do determine where you will administer the assessment (e.g., library, testing room, or classroom).	Do not administer the assessment within the hearing of other students.
Do keep all test materials secure.	Do not leave any test materials on your desk.
Test Design Accessibility	
Do provide the accommodations listed in the IEP.	Do not give new accommodations the day of the assessment.
Do provide the accommodations used in daily instruction.	Do not remove any accommodation that the student uses daily.
Do make sure that assistive technology or communication devices are working appropriately.	Do not wait until the day of the assessment to check the availability of communication devices.
Do consider administering the assessment to students who use technology at the beginning of the test window to allow time for malfunctions in their equipment.	
Do laminate the materials as needed. All materials are secure.	Do not allow volunteers or parents to handle any assessment materials. All materials are secure.
Do substitute a familiar picture symbol or photograph for a picture symbol provided.	Do not teach new photographs or picture symbols during the assessment.
Do produce braille or tactile materials prior to test administration. All materials are secure.	
Do point to the response cards if needed.	Do not lead the student to the correct answer.
Test Administration	
Do attend a training session.	Do not administer this assessment if you have not attended a training session.
Do administer all tasks.	Do not administer an item more than once.
Do allow time for the student to answer. The assessment is not timed.	Do not rush or lead a student to an answer.
Do follow the script exactly.	Do not change the script.

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
	Do not improvise. Do not change the wording of the script.
Do present the answer options in the order listed in the manual.	Do not change the order of the answer options.
Do repeat the item as stated in the script until the student answers (if needed and done during instruction).	Do not re-administer or rescore any test item.
Do take breaks as needed.	Do not teach the skill while administering the task. Do not re-administer any items when test administration resumes.
Do reread any passage or section as needed.	Do not guide the student to the correct answer in any way.
Do be careful with "Show/Tell." Say only one or the other, not both.	Do not lead the student to the correct answer by inflecting your voice, tapping the correct card, or using any other method.
Do administer the assessment in a one-to-one situation (one teacher with one student).	Do not administer the assessment in a group.
Do encourage your student to begin working and stay on task.	Do not repeat an item again after the student has given his or her answer.
Do record A (Access Limited) when applicable for your student. Not administering these items will not count against the student.	Do not administer the items that are marked access limited (blind, deaf, deaf/blind) if your student meets the criteria for these disabilities.
Data (Score) Entry	
Do enter your student's scores on the Data Entry Interface (DEI).	Do not allow your student to enter his or her own scores.
Do enter the scores as soon as possible.	Do not wait to the end of the assessment window to enter the scores.
Returning Test Materials	
Do return all printed materials, including response cards, any student-generated items, scratch paper, picture cards that were substituted for picture symbols, test administration book, all reading passages/story books, and all brailled materials (if applicable).	Do not return foam shapes or other physical manipulatives provided by the vendor.
Do return all materials to your BTC.	
Resources	
Do contact your BTC with any question regarding the administration of the assessment.	
Do contact your SST with questions regarding the extended standards and instructional planning.	

